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october 1961



the
school
counselor

The title "the school counselor" is rendered in large, bold, sans-serif letters. The letters are partially obscured by the silhouettes of three people standing behind them. On the left is a man in a suit and tie. In the center is a woman with her hair pulled back. On the right is another person, possibly a child or a smaller adult, wearing a hat. The silhouettes are rendered in a light gray tone.

Margaret Culkin Banning:
Nothing Under the Rug

Career Year: The Old-Fashioned Approach
The Lost One

published by the american school counselor association

the school counselor

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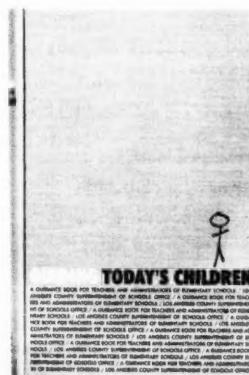
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the school counselor

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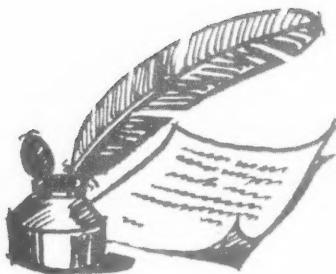
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The Decision to Sacrifice

"Sacrifice" has become an oft-heard term since Jack Kennedy moved into the White House. President Kennedy has told the American people on frequent occasions that he is asking and intends to continue asking for increased self-denial. The truth of this statement is evident in his very costly programs for defense and foreign aid.

Sacrifice is not a popular idea. This is especially true in our culture of comfort, where pleasure has taken such a strong hold. The many conveniences we enjoy have filled our lives with pleasure and make our wills turn almost compulsively to our own immediate physical good.

Modern advertising has fostered this craving for pleasure because it has been found that this appeal does more to sell a product than any other approach.

For our young people today the idea of sacrifice causes mixed feelings. Despite the many attractions that draw youth in the opposite direction, the noble idealism of young years impels many to look beyond the immediate.

Certainly the prospect of sacrifice cannot be ignored. Our young people face the need to renounce temporarily sexual and personal fulfillment to continue their education before marriage. Many, too, will be asked to give up the comforts of life to serve in the defense of our nation.

To embrace the idea of sacrifice requires a decision — a decision that youth must make not just once, but continually through their lives. This is a choice of self-sacrifice for some greater good, not necessarily one's own personal gain. The decision is in favor of a greater *objective* good, that is for a more perfect fulfillment of God's plan for man.

The school counselor can help. In assisting young people to establish clearly the alternatives in any decision, the counselor can open the young person's eyes to the gain that can frequently accrue from sacrifice.

Between Our Covers

We are delighted to present in this issue Margaret Culkin Banning's article, "Nothing Under the Rug." Our excitement stems not only from Mrs. Banning's prominence as a contemporary writer, but more significantly from the importance of her message. Every counselor who is engaged in helping young women to formulate future plans should read Mrs. Banning's article.

If you feel that your school's current method of teaching youth about occupations is not fulfilling its purpose, be sure to read Burwell Buchanan's article on page 11.

Is it more beneficial for a counselor to go out of his way to seek a client than to allow the client to find his own way to the counselor's office? Frederick J. Gibson deals with this question in "The Lost One." Also related to your basic counseling approach is C. Gratton Kemp's discussion of the philosophical implications of the terms "client-centered" and "nondirective."

In our "Hints for Counselors" department Donn Leussler discusses a follow-up study of a graduated class. Salina Silverberg presents an interesting technique in college counseling, and Edward Cuony suggests that counselors make a practice of keeping a daily log.

In an account of her own personal experience, Jean Meints describes a get-acquainted tour of midwestern colleges. If you are frequently stumped by students' inquiries about colleges, you might investigate this profitable summer activity.

For those faced with the problem of starting or expanding a guidance program, a study made in Kanawha County, West Virginia, is presented on page 31.

And if you think you're aware of everything you say to those whom you counsel, be sure to read Betty Ganzhorn's article on nonverbal communication.

What's Your Problem?

The changes that are evident in *The School Counselor*, beginning with this issue, have one basic purpose: to make the ASCA journal a more practical publication for those engaged in school counseling. No effort is being spared to present articles that will help counselors solve the problems they face in increasing their individual effectiveness.

It is hoped that all readers will feel free to express any sentiment about the journal's new look. No magazine can give credit to every contributor, for everyone who has ever written to the editor of a publication has made a valuable contribution to its improvement.

If, therefore, you have a problem to share with other readers, send it in. If, better still, you have a solution to such a problem, it will be received with great eagerness.

It is felt that increased readability is an important means of making *The School Counselor* more useful. Thus, consistent with other changes, the trend in the writing published here is toward a journalistic rather than a formal kind of exposition. Lively, interesting presentation should characterize all articles submitted, including those reporting on research.

A journal that stresses practical techniques and readability is impossible without the support of contributors across the country. It is hoped, therefore, that as new manuscripts are received, they will show an awareness of the desired transition.

Manuscripts should be double-spaced and submitted in two copies to The Editor, *The School Counselor*, 3014 Costello Avenue, Cincinnati 11, Ohio. If it is decided, after a preliminary reading, that the article has merit and fits

(Continued on page 36)

Proudly We Present: Nothing Under

*A report of a conference of
the Commission on the Educa-
tion of Women on Counseling
Girls in High School.*

ONE day in September, about a year ago, 17 men and women sat around a long table in a high-ceilinged conference room in Washington to discuss the problems and opportunities involved in counseling high school girls.

This was an informed group. Seven of the participants were active counselors, and the others were members of the Commission on the Education of Women. Among them there was no practical aspect of counseling that had not been faced and analyzed.

One counselor (1) worked with girls in a school where there is no tradition of going to college, and another (2) in a status-proud suburban one where the 1,700 students are almost all trying to get into college as a matter of course.

Another of the counselors (3) was a woman physician, who is also a mother. She had attended the White House Conference and has worked on many guidance studies. The president of the American School Counselor Association (4) was there. There were counselors from Illinois (5) and New Jersey (6).

Recognizing a similarity of objectives, the commission had also invited the chairman of its Michigan

Conference on Counseling Girls in High School and College (7).

Unified Group

So the 17 of us were closely joined in interest and purpose. It was a group that should have known what it was talking about, and it did. But we did not fool ourselves. We all knew that while the discussion was going on, dozens of girls were half-listening to the advice of some counselor and thinking, *no matter what anyone says, I'm going to marry Joe.*

We all knew that there is not a town in the United States that is not threaded with women who feel at 40 that they are capable of far more intellectual work and earning power than is available for them.

We knew that, no matter what we hoped for around the conference table, opportunities for women presently do not match their ambitions and capabilities.

We knew that liberal arts graduates are clerking at shopping centers because such jobs are the only ones they can get for the four hours a day when they are free from home duties.

Sex urges, age gaps, geography, even the time of day can nullify the best advice and defeat the clearest logic that counselors can offer girls. Parental pressures are often in the wrong direction. The most useful thing about this meeting was that nobody pretended to a success not yet achieved, and although the transcript showed that counseling is developing a lingo — perhaps a thing

the Rug

by Margaret Calkin Banning

to be guarded against — the people around that table shoved nothing under the rug.

Woman's Life Complex

In opening the meeting, the chairman said (8), "I think it is evident that, in our culture, decisions about one's future are more complicated for a woman than for a man . . . she is never quite sure what her dominant role will be, or when it will change from one dominant role to another.

"We hope that not only will young women in high school and earlier be helped to be realistic about the kinds of life they may live, but that their brothers and their boy friends will be realistic about this.

"The commission is concerned about the attitudes of teachers from kindergarten on, and the attitudes of counselors in elementary schools, junior high schools, high schools and colleges. We want to find out if our guests share our concern and feel that it is justified."

After that statement, the minds began to meet.

"I recall an incident," said Dr. Cotlove, "when I was asked by one of my local 13-year-old kids" — there was something very affectionate in the way Dr. Cotlove called them kids — "to help her with a science project, and I asked her what she was interested in. She paused a bit and said, looking at me out of the side of her eyes, 'Boys.' I suggested that she do a project on human growth

Mrs. Banning ranks among the outstanding writers of today. She has authored about 30 books of fiction and non-fiction and has contributed countless stories and articles to top-circulation magazines.

Recently she served as chairman of the Commission on the Education of Women of the National Education Association.

"The people around that table shoved nothing under the rug," Mrs. Banning reports of the conference. And from this straightforward discussion of woman's problems in career planning, the author presents some piquant food for thought.

Counselors are asked to examine this report carefully in an attempt to realize its implications for their own work.

and reproduction. But her mother got cold feet."

Dean Schleman said, "I drew a line on the blackboard and marked it off, 18 for the first quarter, 36, 54 and 72, and asked if anyone could guess what I might begin to talk about. After considerable silence there was one girl who said that was the life span of women and everyone really gasped! They then openly talked about the fact that the first 18 years were past. They were concerned with the next 18, but particularly with the next four."

She went on. "We try awfully hard to get them to move over to the 36 point and work back, and then back

to the 36 point again and work ahead. It is the most useful approach I've made."

The counselor knows that the girl will probably live to be 36. The girl vaguely accepts the fact, but she cannot imagine herself at that ripe old age. She is not interested in herself at 36. Still the time will come, and bring problems seeded in youth.

What Can Be Done?

Dr. Davis (9) said, "Her children are grown and married when she is 45. Her husband is making an adequate living. She is tired of the usual things that women do when their children are gone. She comes to my campus. She says, 'I want to go to work. I have a liberal arts degree dated 25 years ago. I haven't worked at all since I was married. I worked before I was married. I want to go back to work.' What can we do for her?"

He singled Dr. Cotlove out for answer and she said, "I can cite two things, I think. This is sort of off the top of my head. I think there is a close parallel between this woman and the on-the-job training that some industries have.

"The broad liberal arts education is appropriate to the woman who is going to marry and rear her family. The time for specific and narrow educational training is the time when she moves back into the labor market. This is the time when she ought to be able to take the kind of courses that prepare her for a job, not a degree.

"And there are," Dr. Cotlove continued, "certain kinds of professional occupations, I think, for which the mature woman who has raised her family is peculiarly adapted. She makes a superb psychotherapist. She is effective in personnel occupations.

She makes a good counselor because she has survived harsh realities."

At this point the wheel seemed to have come full circle. The girl who was not sufficiently counseled to prevent frustration in maturity may have the potential of becoming a good counselor. The consensus of opinion was not that this was absurd, but that there was much truth in it. The discussion went on to consider the social prejudices in favor of employing young girls in the teaching profession instead of mature women.

President Robbins (10) said that there was a great mistake in the emphasis on youth in recruiting teachers. She said, "I like to work with a wide age range. If we had 23 new teachers as we had this year and they were all young, they would all be old at the same time."

Retraining Needed

But almost always the mature woman must have retraining. How is she to get it? Dr. Conley (11) asked, "Is this retraining type of program a function of the college, or is it an industrial function, or a function of some other educational agency?

"I thought," he continued, "in response to Dr. Davis' question, 'What can the college do?' that perhaps we are asking the liberal arts college to take on a function that university or extension centers should take on, which do not have the problem of space that the liberal arts colleges have." He pointed out that the college buildings are used so completely between nine a.m. and three p.m. that it is almost impossible to put part-time courses and part-time students into them.

Yet it is often only between nine and three that the woman who is still a homemaker and a conscientious mother could find time for retraining

and refresher courses. This very practical part of the discussion was not irrelevant to the counseling of young girls. For if they are to be urged to continue their education throughout their lives and to make themselves socially and economically effective, there must be opportunities for study and employment. Otherwise counseling leads to a dead end.

One of the most revealing things about the discussion on that day was that it would swing from the counseling of the young girl to the problems of the mature woman, and then back again, without seeming to change the subject. Obviously the best solution for one age group was inseparable from that of the other.

Deterrents to College

Also one person after another harped on the special deterrents that girls come up against in continuing their education, because of early marriage and youthful child-bearing. Nobody dodged the fact that parents often work in opposition to counselors, by making early marriage possible, by favoring the higher education of their sons more than that of their daughters, and by failing to realize that in modern society a girl's education gives her constantly increasing advantages.

It was stated that more and more young men are interested not only in college education for themselves, but they want the girls they marry to have it.

Mrs. Horne told of a girl who was asked why she wanted to go to college and answered, "I want to marry a college man. I want to be able to move in his circles. He is not going to be embarrassed when he introduces me, and he will not become interested later in life in someone who is a college person."

Mr. Murphy quoted a boy who was

in college and was interested in a girl of average ability. But when he was asked, "Is this serious?" the boy said, "No, because she will not have a college education. I realize that my wife is going to have to travel in the circles in which I travel."

The motivation of such cool and far-sighted young people was not considered universal, however. Dr. Conley said, "We pay very little attention to those few girls who seem to go to college because they have higher education as a goal. We who are in colleges certainly come up against people like that."

Mrs. Irish (12), in a thoughtful analysis of the goals of both boys and girls who go to college, pointed out that they differ in minority groups, underprivileged groups and racial groups and that the responsibility for redefinition of goals may rest with agencies outside the college. The question she presented was whether this is a social or an educational problem.

One hundred and twenty-eight pages of transcribed discussion cannot be boiled down to 1,500 words. Too many wise statements must be left unquoted.

Successful Conference

The skeptical inquiry after any conference is, "Did it get anywhere?" My personal answer about this one is yes. There was unusual satisfaction in that group of 17 people when the day was over. They had found agreement in ultimate aims and on the direction of immediate efforts.

Everyone believed that counseling is a necessary and growing profession. Education must rely increasingly on its services as will social adjustment at various age levels. The field may be too heavily dominated by men. It was not a woman who made that

point. It was Mr. Murphy, who explained, "A number of women who have gone through the business of working and having a family and then gone back to counseling realize the problems of longer-range planning. However, the men coming into the field do not see it."

The participants in this discussion agreed that success in carrying out longer-range plans will depend on social approval of them. Without that, counseling cannot get very far. Flexibility and imagination in retraining opportunities offered by colleges and universities and by industry are necessary or the counselor's advice to a girl or woman may have no practical outlet. Parents must be not only informed but convinced that the education of girls has a high personal value. Boys who will soon be men and girls who will soon be women must believe that the best possible education for either a boy or girl is the soundest basis for a happy and successful life.

The hurdles of which everyone seemed to be aware are communication and opportunity. On that day in last September the members of the Commission on the Education of Women and their informed and experienced guests took at least the first hurdle.

Participants Noted

1. Miss Elizabeth Morrow, Counselor at McKinley High School, District of Columbia.
2. Mrs. Fern Horne, Director of Guidance at Mt. Lebanon School, Pittsburgh.
3. Dr. Elaine Cotlove, Kensington, Maryland.
4. Mr. G. W. Murphy, Guidance Counselor at Catonsville Junior High School, Baltimore, and President of the American School Counselor Association.
5. Miss Ruth Beck, Counselor at Proviso High School, Hillside, Illinois.
6. Miss Jean Francis, Vice Principal of Plainfield High School, Plainfield, New Jersey.
7. Miss Helen Schleman, Dean of Women at Purdue University and Chairman of the Michigan Conference on the Education of Women sponsored by the Commission on the Education of Women of the American Council of Education.
8. Miss Margaret Habein, Dean of Fairmount College, University of Wichita, Wichita, Kansas.
9. Mr. Charles S. Davis, President of Winthrop College, Rock Hill, South Carolina.
10. Miss Catherine J. Robbins, President of Pasadena City College.
11. Mr. William M. Conley, Educational Assistant to the President, Marquette University.
12. Mrs. Lois D. Irish, Assistant Director, College Scholarship Service, CEEB, New York.

"So You Boys Were Fighting Again . . ."

Complete rapport we enjoy
As they unravel their conflicts like men.
But once out of the office, the boy
Comes quickly to surface again.

J. L. F.

In Fairview Park, Ohio

CAREER YEAR

THE OLD-FASHIONED APPROACH

TEACHING students about occupations has long been recognized as a function of the school. Throughout the years teachers have invited men and women from various career fields to speak to their classes.

But the extent of the information thus passed on to the youth of our country depended largely upon the amount of time a teacher could spend in obtaining speakers. Not all used this means of providing students with first-hand information.

The recognition of the need for increased occupational education has grown with the guidance movement. In an effort to insure its availability to every student, guidance personnel have gradually removed this phase of education from the classroom.

Today the typical Career Day program consists of meetings outside the regular classroom that utilize speakers from various fields in which students have indicated an interest. Such a program may occupy only one day out of the year or may be extended over several days.

Preparation of the students, school and community for the program may vary from a mere announcement of the pending program to an actual discussion of the purposes and values of the program. Likewise, the follow-up may be token or thorough.

These meetings are usually supervised by guidance personnel and any teachers that are available.

By Burwell Buchanan

Counselor, Fairview High School

Teacher Assumes Responsibility

Fairview High School, however, has recently returned to the "old-fashioned approach," so called because it returns to the teacher some of the responsibility. Teachers are asked to prepare the students, to assist speakers in relating their occupations to the subject matter, and to conduct follow-up discussions with the classes.

Responsibility for obtaining speakers, arranging schedules, providing outlines for the speakers, sending thank-you letters, etc., has been retained by the guidance personnel.

This approach was developed upon the premise that the three-day program previously conducted was not fulfilling its objectives. In brief, the new program attempts to relate the occupations to be presented to the subjects being studied in the individual classrooms. It is designed to be an important but subtle wedge to get occupational education back into the classroom.

Preparation

The program began with the annual meeting of the school administration, the Kiwanis Club and guidance personnel. The group agreed to

try this new approach of obtaining one speaker for each junior and senior subject class, *i.e.*, math, chemistry, physical education, etc. To present a program such as this requires at least 60 speakers to be scheduled at the mutual convenience of the individual teachers and speakers.

The Kiwanis Club immediately set about enlisting the aid of their membership in building up a group of resource people. After the list had been established, a letter from the club president was sent to each person who had agreed to participate to thank them and to explain the program in brief.

The guidance personnel then contacted speakers' bureaus, other businesses, and industries to extend the list to as many occupations as possible, according to pupil interest.

The teachers were prepared for this new approach at a regular teachers' meeting.

A survey of student interests was conducted by means of a check list of occupations related to each of the subjects they were studying. At the time of this survey the proposed plan was explained to the students.

After the results of the questionnaires had been compiled, each teacher was consulted as to the most desirable occupation for his group, based on the results of the survey. Some teachers took the results back to the classroom for discussion and returned with the decision of the group as to the single occupation the class would most like to have presented.

The task of arranging speaker schedules was begun upon completion of the survey. Prospective speakers were telephoned and a meeting date arranged.

One of the selling points of the program was the flexibility of its scheduling, since the only limiting

factor was the time of day when a particular class met.

After a date had been agreed upon, a letter was prepared containing a guide for the speaker's presentation and a request to emphasize the relationship of the subject being studied in a particular classroom to the speaker's specific occupation.

The letters were held and then mailed about a week before the speaking engagement to serve as a reminder and as a guide to the speaker. A copy of the letter was also sent to the teacher involved and to the school principal.

Each confirmed speaking engagement was entered on the school calendar in the principal's office to prevent conflicts in scheduling other events.

Each speaker was met by a member of the faculty and introduced to the teacher and the class. A thank-you letter was sent to the speaker within a day or two after his visit.

Worthwhile Program

The program takes considerable time to administer, but its potential values seem to outweigh the additional effort.

Student preparation has improved only very slightly, but the possibilities seem great. Early in the year the program was introduced by a keynote speaker who addressed the group on the theme "Life Planning" rather than occupational planning.

One American History teacher's reaction to the new approach was encouraging. He said, "In previous years I wasn't too interested in Career Day, but now that someone is coming into my class, I am interested."

His interest was quite evident in the way he prepared. For the speaker he composed an outline of matters covered in class that were related to each of the three vocations to be

presented: federal law enforcement, law, and medicine. Each presentation was followed by a classroom discussion the next day. Printed evaluation questionnaires were then distributed to the students. The teacher was impressed and said, "It's too bad that more students did not hear these fine speakers."

The approach at Fairview High appears to be one way in which occupational information can be integrated with the curriculum. Although there were many classes in which this degree of preparation and follow-up was scanty, this experience could serve as a very useful guide, should the program continue as it is.

Students' Reaction

While the program is not complete, it is always good to know the students' reaction. The "pilot" group under the guidance of the interested teacher was surveyed. The group of 107 students reacted as follows:

1. Do you feel that the time spent with the speaker was worthwhile, when considered as part of your total education? Explain.

Answers:

a. Yes	90
b. No	7
c. Yes — with reservations	6
d. No — with reservations	4

107

2. Did you obtain information that will assist you in making decisions about yourself and your future? If yes, give an example. If not, what kind of information do you feel was lacking?

Answers:

a. Yes to #2, yes to #1.....	39
b. No to #2, yes to #1.....	22
c. No to #2, no to #1.....	7
d. Yes to #2, no to #1.....	1
e. Yes — with reservations — to #2, yes to #1.....	35

f. Yes — with reservations — to #2, no to #1.....	3
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The answers to question number three do not add up to 107 because some students made multiple responses.

3. In a brief general discussion give your views on what you feel you would like in the way of occupational education. You may wish to include such points as increasing the opportunity for more occupational education, reducing what we now have, or changing the method of presentation that we are using this year. Give your reasons for each suggestion you make.

Answers:

a. Increase the opportunity for more speakers	35
b. Keep program "as is"	16
c. "As is" with modifications	36
d. Return to previous method (Career Day)	3
e. Cater more to individual interest	34
f. Allow more time for questions	4
g. Start program earlier in school experience	3
h. Change program to ????	4
i. Not classified	9

4. How did the class discussion, led by your teacher, help in further understanding about occupations, school and life?

Answers:

a. Helped to complete information	16
b. Helped to clear up confusing points	11
c. Reinforced occupational and educational information	27
d. Had little or no follow-up discussion	19
e. Discussions not very helpful	12
f. Not prepared for the speaker	1
g. Responses not classified	21

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5. How many speakers have you heard this year?

Answers:

a. One	14
b. Two	29
c. Three	49
d. Four	12
e. Five	3

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The one outstanding criticism by the students appears to be their lack of interest in the subject presented by the speaker. Although interest is and has been a keynote in educational methods, it does not seem that this should be the governing factor in presenting so large a topic as educational information. No school curriculum or occupational information program fully satisfies the interest of all. Indeed, if only those occupations in which the students stated an interest were presented, their occupational education would be more limited than it is now.

Difficulties

The observations based on one class, used to develop the class approach of occupational education, would obviously not be valid in determining whether or not the program's objectives have been met.

However, several flaws are clear, and some potential difficulties for this type of program are obvious.

Full teacher participation was not realized, nor is it likely that it could be as fully achieved as indicated by the illustration presented above.

Student interests cannot be fully satisfied in this area. However, one may possibly reply that exposure to any and all occupational information is part of the students' liberal education.

Although no record of time consumed in administering the program was kept, it was very time-consuming, and it is unlikely that many schools would have the staff that could devote as much time to a career program.

Not all companies are eager to participate in daytime programs to the extent required by this approach, particularly in smaller communities. If all schools were to use this method, there would soon be a scarcity of speakers or an overburdening of those participating.

The teachers have been very receptive, but it cannot be known whether they will continue to be.

It would seem from the educational point of view that occupations and school study could have more meaning through the classroom approach. In answer to the critics who would deny this role to teachers because they lack preparation in this area, let's look to the teacher training institutions and hope that they will include enough courses in guidance and occupational information in undergraduate study, so that the teachers are able to develop the guidance point of view.

ASCA Membership Soars

According to figures released by APGA, membership in the American School Counselor Association increased 42 per cent from August 31, 1960, to August 31, 1961. The addition of 1,743 members brought the most recent available total to 5,869.

THE LOST ONE



By
Frederick J. Gibson

The Lost One walks through school corridors and sits in classrooms with ever-increasing hostility. Are we depriving him of the counseling assistance he needs?

Frederick J. Gibson directs this question especially to the nondirective counselor who feels that he must not go after a student who needs help but will not seek it.

For the past five years Author Gibson has been a full-time counselor at Parlin Junior High School, Everett, Massachusetts. There he participated in a study (cited in the article) with Dr. Angelo V. Boy, that is further discussed on page 39 of this issue.

A SCHOOL with a permissive counselor is like a ball game with an umpire who stands around making no calls. Hard to swallow? Well, look around and see how many students in school are being cheated of the help they seek by the nondirective counselor.

At the outset let this writer state that this is not a sweeping indictment of the nondirective approach, but rather a critical barb aimed at the devotees of the "come-to-me" school of counseling. The target of this criticism is the secondary school only.

It is agreed by this writer that a more effective interview will take place when the student seeks out a counselor. When assistance is sought, the possibility of the client reaching a meaningful solution himself is good.

But what of those who do seek out a counselor, go through two or three sessions and do not return? What of the client who for divers reasons will not go back to the counselor?

Does the nondirective counselor then have an obligation in conscience to seek out the client? Or must this client with a problem just travel on through the school, building up more conflicts without a release for this tension?

According to the nondirective counselors with whom this writer has spoken, the feeling is that to seek them out will destroy the framework of the particular counseling session. If this is so, then what of the student who will probably increase the inner tensions already possessed? Do we just sit back and hope and wait for this student to come forward?

Important Questions

These seem to be important questions, for unless something more practical appears, a situation of a paradoxical nature is present. On the

one hand is a student with a problem who will not or cannot come forward. On the other hand is a counseling service with a trained person sitting back waiting for the initial approach.

Assuming that the counseling service is adequate, and that steps have been taken to motivate the whole school to guidance and its services, will a nondirective counselor really be compromising his principles and theories by seeking out this troubled student?

This writer was personally engaged in a project with a nondirective counselor in a junior high school, which eventually prompted this article. Briefly stated, the project was to measure the effectiveness of nondirective counseling on a controlled group of students with personal problems, against a group of students who received no counseling for their problems. The project continued about three months with each student in the controlled group being seen once a week for a taped interview.

Now the project itself is not the subject of this article, but the aftermath of it seems to be rather important to this counselor under the nondirective approach.

Some of these students advanced to the high school; some advanced to the next grade within the building; some, through course choice, were transferred to other schools within the city. In all cases, the problems of these students were pressing and even severe, but the counseling sessions have ended.

The nondirective counselor will not seek these students out to continue the sessions. He will in all probability make his availability known to these

students, but will not, as they say, "force himself on the students for continuing interviews."

To a worker in the personal adjustment field this seems a crude approach. For, again, in circumstances such as have been mentioned, that counselor has already, in all probability, made some headway with the client. Certainly he has considerable acquaintance with the problem.

Why Wait?

What is the objection to following the student as long as he is in the school system, even if you have to go to him?

Is it really impossible to be nondirective when you seek out the student? Are not students who cannot bring themselves to the counseling office otherwise being deprived of a service that is theirs? Can you in all conscience know a student with a severe personality problem, and yet sit back and just wish he would come to you?

This writer feels that the strict nondirective counselor can compromise his principles of initial approach without destroying the effectiveness of a nondirective counseling session. To object to doing this means that a student is robbed of an opportunity to solve his problem.

The achievements of the nondirective counseling session are a matter of record in schools and colleges all over the country. Its worth should not be destroyed by a beginning principle of "Come to me," for this approach is too much like a ball game without the men in blue — there just isn't any game without them.

HINTS FOR COUNSELORS

An Exciting Follow-up Study

By Donn Leussler

A STUDY of the activities of students immediately after graduation can produce much useful information.

In the fall of last year we conducted a follow-up of our first graduating class that was exciting and comparatively easy. The class numbered about 380 students, who had previously attended another school in a nearby suburb of Chicago.

The easy part of our study is simplest to explain. On the basis of the returned questionnaires we punched cards which were sorted on a mechanical sorter (Remington-Rand in this case). One of the students helped us punch and sort the cards (we have a course in key punch) after some of the office workers had helped to make out the coding sheet.

We coded such things as sex, marital status, rank in class (by fifths), IQ (by standard deviations), occupations after high school (college, working, unemployed) and how job was obtained. We also coded the

By following a high school class after graduation a counselor can frequently learn many things that will help the classes that follow.

Donn Leussler describes a study that was made at Willowbrook High School, Villa Park, Illinois, where he is director of guidance.

Mr. Leussler invites anyone planning such a study to send for copies of the questionnaire, coding sheet and follow-up study. Please enclose a stamped, self-addressed envelope.

schools that were attended by most of our students.

Information Gathered

The exciting part came when we started to list all the information we could get from our rather simple coding. The following questions were some that we were able to answer:

- a. What per cent of the class is working? What per cent of the girls? boys? Similar questions were answered about college, vocational schools, and unemployment.
- b. What per cent of girls and of boys were in the top fifth of the class?
- c. What kind of work was performed by boys and girls who were working full-time? We coded entry type jobs: clerical, sales, service, construction, mechanics, and others.
- d. What schools were attended by girls and boys who were in school full-time?
- e. What type of part-time work was done by students who were in school full-time?
- f. What were the occupations or activities of students in the top fifth of their class?
- g. What were the activities or occupations of students whose IQ was two standard deviations above the mean? (All were in college full-time.)
- h. From which fifth of our class

did various local colleges accept our students? (See below.)

i. From what IQ group did various local colleges accept our students?

j. How many students in each fifth of the class received scholarships?

One of our charts, printed below, allows us to modify the information we get from the colleges about the

type of student they will accept.

There was other information we could have compiled from the cards. Much more would have been available had we punched in just a little more information, such as scores on College Board tests, grade-point average after a year at school, attitude toward high school and attitude toward counseling service.

Top 5th	2nd 5th	3rd 5th	4th 5th	Bottom 5th	
6	8	8	1	1	State University A
1	2	1	2	0	State University B
11	12	4	4	1	State University C
0	1	3	1	0	State University D
2	2	2	0	0	State University E
2	0	1	1	1	Institutes
6	5	10	2	3	Private College A
2	1	1	0	1	Other State Universities
20	12	6	9	1	Other Liberal Arts Schools

College Students Return to Tell Their Story

By Salina Silverberg

AT Maryvale High School we faced the problem of introducing parents and pupils to many college con-

The last day of classes before Christmas vacation is often a day of little learning. Student minds are usually far from the subject matter, and the teacher's own restlessness is sometimes almost as great.

Maryvale High School uses this day for an important guidance event. By inviting its own graduates to come back to speak to the students, Maryvale has solved the problem of how to relate information to students whose parents are unfamiliar with the college scene.

Mrs. Silverberg, who is director of guidance at Maryvale, describes the program and how it has developed.

siderations that were completely new to them.

Maryvale is located in Cheektowaga, New York. The Maryvale school district has relatively few college graduates. Most of the men are skilled workers or technicians. Many of the women were clerks or secretaries before marriage; a few were nurses.

Our school opened in September, 1952, and graduated its first class in 1955. Until 1958 classes contained between 60 and 100 students, but the class of 1961 numbered 220, the largest so far.

Approximately 150 Maryvale graduates are now or have been enrolled

in a post-high-school educational institution. About 30 have already been graduated. Of these 180 students, approximately 95 per cent were the first in their families to continue their education beyond high school.

To those of us who counsel the more capable students here, their lack of contact with colleges and college students is painfully apparent. Their horizons are limited to local institutions and few well-known universities located within a fairly small radius. They are not familiar with the variety of college offerings, with ways of financing expenses, nor with terms such as "College Boards" or "PCS."

Realizing that our students and their parents needed exposure to the college idea in many ways, we started our "College Day at Maryvale."

Beginnings

At first we simply invited all graduates to visit school the day before Christmas recess. National Honor Society members acted as hosts at a reception in their honor after school.

We soon discovered that few of our alumni who were not in college were able to return at that time. We also found that our students were very eager to learn about college experiences from our guests. And so we changed the program and put it into a school day.

We invite students from our last four graduating classes who are now in college to visit Maryvale the morning of the last day before Christmas vacation. Teachers indicate which of their classes they wish to have visited, and the guests are assigned accordingly. They are given the following guide for discussion:

1. Relationship between the subject being taught that period and subjects studied in college

2. Significant differences between high school and college
3. Amount of time spent in study
4. Social life, activities
5. Making the adjustment to living away from home
6. Cost, financial arrangements
Suggestions: (teachers may add here)

Last year we found that by the third period, most students had already been in classes visited by our college guests, and there was some undesirable repetition. We made another change in this program, and in December, 1960, we set up "college tables" in the cafeteria.

Attractive signs prepared by the art department designated the college, and representatives of each institution attended by Maryvale alumni were thus available to give specific information to interested students. This arrangement was very successful, and we plan to follow it again this year.

During the three lunch periods, graduates visit former teachers as they choose. They are then the guests of the guidance department and the National Honor Society at lunch and at the Christmas music assembly which traditionally ends school before the holiday.

Response

The response of our students and faculty to this program has been enthusiastic. They feel that the stimulation to their classes has been considerable, both in terms of motivation for college and also in relation to the value of their particular subject.

Judging by the number of graduates who return on this occasion, about 75 per cent, they like it too.

The Counselor's Daily Log

By Edward R. Cuony

MANY school counselors bemoan the fact that they never seem to have sufficient time or that they have so many different matters to take up their time that they cannot do the job for which they are trained. This may be true. It may also be true, however, that their time is inefficiently organized. Perhaps counselors are not aware of all that they are doing and whether it is germane to their responsibility or training.

Advantages of a Daily Log

The school counselor's daily log can be an effective instrument for guidance personnel in the school. An entry for each conference can be of great help to the counselor in reviewing his work at regular intervals and organizing his time efficiently. A daily log will help him to evaluate his work as it progresses.

In a graduate class taught by the author during a summer session he was appalled to find that among 19 experienced counselors only two had ever made use of a daily log. Counselors evidently are overlooking the many fine benefits that can be derived from the use of a log.

A daily log,¹ Edward R. Cuony contends, can help counselor, administrator and director of guidance. Most important, the advantages that follow make it possible to render better guidance services to the students of our schools.

Dr. Cuony has been principal of Geneva, New York, Junior High School for the past five years. Prior to this he served for 15 years as director of guidance for the Geneva Public Schools.

A recipient of the Ph.D. degree from New York University, Dr. Cuony has had over 50 articles published in various periodicals. One of these is cited on page 40 of this issue.

Content of the Log

Many authorities note that the daily log should include a column for time, name of the counselee, brief description of the problem, whether notes were made or not, disposition, and an item for remarks or follow-up. If these items are noted by the counselor as he progresses from interview to interview, then at the close of the day he can look over his schedule and see how efficiently he has spent his time.

The log should not be looked upon as just another clerical task, or merely as a basis for administrative justification of counseling time.

Perhaps the counselor is spending too much time on routine problems and not enough on some of the more critical problems in the school. The type of problems that the counselor is dealing with most often and for the longest periods of time become readily recognizable when reviewing the daily log.

For example, if students come in for explanations of educational requirements for a specific school, and the counselor spends roughly a half hour explaining this, and then spends half an hour in helping another student overcome a very serious problem, then certainly there is something wrong with the counseling situation. Perhaps this is the place where group guidance may be introduced to provide the counselor with a more efficient use of his own time and make the individual conference more meaningful to the counselee.

A quick review of the problems and time devoted to each of these problems may also reveal that the coun-

selor is spending too much time on matters that could well be handled through other means and by other personnel.

Other Uses

The analysis of the daily log written by the counselor can also be utilized in planning the program for the whole guidance department.

Anyone who has been in counseling in public school work realizes that there are many different types of counseling situations and many different cases that must be serviced. Many public school counselors cannot wait for the ideal situation to arise before conferring with counselees, nor can many counselors depend upon "walk-in traffic" since many students who do need help may not be willing to come of their own accord.

An analysis of the counselor's daily log can easily reveal over the period of a year when the greatest stress should be given to seniors, juniors, etc., since it shows the time that the students themselves feel the greatest need.

There is also a place in the counseling log for checking whether a follow-up has been made. This is an area in which many counselors fail. Disposition of the problem does not end with the counselee walking out of the room. A follow-up is necessary even though it be just an informal check with teachers or with the student to see how things are going. A follow-up of problems establishes good relations with the faculty and with students and also aids in de-

termining whether added counseling is needed.

An analysis of the counseling logs, in addition to helping to develop an overall program, can also be utilized in tabulating the problem areas in the school. It will become evident how much time the counselor spends on emotional and adjustment problems and how much he devotes to vocational and educational problems.

The supervisor or director of guidance can perhaps use such an analysis toward a more effective program.

This type of information also has implications for curriculum study since the needs of children are a basic factor in curriculum construction.

Form Suggested

Perhaps any one school system may want to develop its own form and format, but whatever the type, there should be a review of this log at the end of each day, at the end of each week, and perhaps even at the end of the month. By pooling several of these a great many data can be secured.

Our own situation in Geneva is far from perfect, but we utilize the counselor's daily log for the purposes noted above and find it a very fine adjunct in analyzing the work of our counselors and our guidance program.

We have devised a counseling log which we find quite adequate for our purposes. We do not claim that it is original, and we would strongly advise that other schools devise a form that will best suit their purposes. A sample of our counseling log follows:

INDIVIDUAL CONFERENCE LOG

Time	Name of Student	Reason for Conference	Disposition	Follow-up and Date
Month	Day	Year		



NONDIRECTIVE OR CLIENT-CENTERED



By C. Gratton Kemp

EVERY counselor tends to classify himself according to the methods he believes he follows. His approach, he feels, is directive or nondirective or perhaps client-centered. Or he may regard himself as an eclectic counselor who adheres rigidly to no single method.

Whatever approach the counselor adopts is largely the result of some philosophical assumptions he has made. Most often, however, when comparisons are made of directive, nondirective and client-centered methods, they focus attention on the process and outcomes, rather than on the philosophical roots. This may explain the fact that the labels "nondirective" and "client-centered" are frequently considered synonymous.

This article discusses some of the basic differences between nondirective

Distinctions in counseling methods must take into account the philosophy that underlies them. On this premise C. Gratton Kemp distinguishes between client-centered and nondirective techniques.

In the past year Dr. Kemp, Associate Professor of Education at Ohio State University, has contributed to *The Elementary School Journal*, *The Journal of Experimental Education*, *The Journal of Human Relations*, *The Personnel and Guidance Journal*, *The Vocational Guidance Quarterly*, *The Journal of Religious Education*, *The Journal of Counseling Psychology*, and *The Journal of School Science and Mathematics*.

We figured it was time for *The School Counselor* to join the parade!

and client-centered counseling philosophy.

That differences do exist between the two methods is indicated by English and English in their *A Comprehensive Dictionary of Psychological and Psychoanalytical Terms*, which states that "client-centered" is preferred "when both the underlying doctrine and the procedure are meant."

The failure to differentiate these methods on the basis of "the underlying doctrine" has been a source of confusion. Basic differences are considered here under five headings: the locus of evaluation, principles of learning, process, material and counselor requirements.

Locus of Evaluation

In the early stages of counseling science, it was learned that the directive method led to varying degrees of resistance, and to reduce this, counselors became less directive.

Directive responses were replaced by suggestion, acceptance, approval, clarification, reflection and encouragement. Interpretation, questioning and evaluation were kept as minimal as possible. This was accomplished through a change in technique without consideration of the philosophy.

Basically the nondirective counselor holds the original beliefs concerning the process, the counselee and

himself. The situation is more permissive and the counselee has more freedom, but only the freedom to relate and respond within the framework established by the counselor.

The counselee is not free to make his own decisions, since he who is manipulated, however pleasantly and subtly, is not free. Thus, while techniques changed the underlying philosophy remains; the locus of evaluation is within the counselor.

In the client-centered approach the counselee selects the material to be presented and evaluates it. He is gradually enabled to accept himself as the locus of evaluation. In terms of this evaluation he becomes responsible for its integration in his self-concept.

Principles of Learning

Such widely different philosophical viewpoints engender different scientific approaches.

The nondirective counselor who expects intellectual assimilation to produce change, uses the learning principles of association, through questions, interpretations and explanations.

He assumes that integration results from his explanation, that is, from something external added to the internal reality of the counselee. He assumes that he can correctly understand the significance of the material secured from the counselee and that the counselee will correctly understand the significance of his interpretations. Finally he assumes that the counselee will intelligently and correctly accept and set levels of aspiration suggested to him by the counselor.

The client-centered counselor, on the other hand, expects the total response of the organizing self (cognitive, attitudinal, and motoric) to pro-

duce change. This change is effected by his acceptance, reflection, and clarification of the counselee's self-chosen verbalized material.

He depends on the depth of insight of the counselee and the use of his ability as he himself feels able (safe) and on the counselee's drive to improve.

He assumes that integration results from internal clarification, synthesis, and evaluation by the counselee of that which he has selected from the environment to reject or convert to his use.

Process

Genuine differences in process are related to the principles of learning in each point of view.

The nondirective counselor assumes the process to be one in which he selects the material to be verbalized, which he obtains by skillful questioning, suggestion, encouragement, and approval. This he interprets according to his training in psychodynamics, and he relates his interpretations to the counselee.

For their acceptance he relies on the fact that the counselee has come or has been sent for help. This material is added in tier-like fashion to what the counselee knows about himself.

The client-centered process functions according to the manner of the normal biological process. The counselee selects the material which he will reflect upon orally or silently. He evaluates this material and converts it to his use.

Through this method the initiation, evaluation and integration is within the choice and control of the counselee.

In such a process he is respected as a person with regard to both his ability and his purposes. This helps

him to understand, accept, and respect himself.

Material

The nondirective counselor is interested in the systematic and detailed case history because it furnishes material for his psychodynamic understanding of the counselee. In order to make the correct interpretation, the counselor is interested in learning everything possible about the counselee. The case history is one of his most dependable sources.

The counselor's response is based upon his appraisal of the ego strength of the counselee, which has been in large part determined from interpretation of the case history.

In the client-centered approach the significant material is that which is of concern to the counselee. The counselee may present material from the past, but its significance lies in the fact that it is of present concern to him.

The counselor assumes that a portion at least of the past is of minimal significance and that only the client is in a position to determine the issues from the past that are still alive and that he wishes to do something about.

This does not mean that the client-centered counselor does not respect and use the case history. Rather the implication is that the counselor responds only in relation to the material the counselee has selected and presented and only in and from the context in which it is presented. His response comes from his understanding of that which the counselee presents.

The client-centered counselor is interested in the case history, not as an integral part of the therapy, but as pretherapy. He sees it as an efficient method of acquainting himself with the counselee who is considering therapy.

While securing information in the pretherapy period, the counselor is interested in significant facts concerning the motivational dynamics of the counselee, his understanding of himself and the strength of his motivation for therapy.

Counselor Requirements

Every counselor needs a knowledge of psychodynamics. He needs to understand the meaning of what the client is saying and of his psychological movement. In addition he must know the psychological stages, normal and abnormal, in the development of the individual.

The nondirective counselor relies upon his knowledge, skill, and performance. He becomes adept in his role and skillful in interpretation.

The client-centered counselor does not rely on these primarily, but on the "self-organizing center" of the person and his "urge to mature." Without the conviction that the person can and will move toward mental health under the right therapeutic conditions, he is unable to implement the environment which makes it possible for the client to energize these growth processes.

Thus for the client-centered therapist, the crucial part is the relationship. Knowledge, skill and performance, although essential, are secondary.

The nondirective counselor works to become a friendly, tactful, skillful interpretative thinker and an excellent communicant. The client-centered counselor strives to understand the counselee from his frame of reference, to see the situation from the viewpoint of the counselee. The nondirective counselor thinks about the counselee; the client-centered thinks with the counselee.

The nondirective applies himself to increasing his knowledge and de-

veloping his skills, the client-centered to transforming himself that he may understand the growth process within the individual and work in accordance with it.

The nondirective tries to actualize his abilities to accomplish, whereas the client-centered actualizes his abilities to become. In the first, emphasis is on doing; in the second it is on being.

This is the hurdle for the counselor-in-training: is he willing and able to transform himself into a client-centered person? Unless he can believe that the counselee has the potential and will use his potential toward health under the conditions of permissiveness and safety, the counselor does not become client-centered.

Summary

Confusion has resulted from a lack of clarification of the philosophy of counseling. This confusion increases when distinctions are made only on the basis of process.

When the philosophical bases are considered, some distinctions become evident. In the nondirective method the locus of evaluation is centered in the counselor; in the client-centered it is in the counselee.

The principles of learning in the nondirective are based chiefly on asso-

ciation psychology, in the client-centered on gestalt psychology.

The material in the nondirective is that obtained by the counselor. In the client-centered it is that presented by the counselee.

Questioning, suggestion, acceptance, reflection, approval, clarification, evaluation and interpretation constitute the process of nondirective counseling. The client-centered process is acceptance, reflection and clarification.

The nondirective counselor relies upon his skill to diagnose, interpret and explain. The client-centered relies on his ability to understand the meaning behind the response, on the counselee's urge toward health and his ability to express his ideas and feelings.

The training requirements of counselors of both orientations will be similar in most aspects. Although both the nondirective and the client-centered counselor need knowledge and skill, the latter must also believe in the ability and motivation of the counselee to select, evaluate, integrate and move toward mental health.

Counseling is based on certain philosophical assumptions. To perform as if these are not operative, retards understanding and improvement. To recognize them and continuously test them in practice leads to progress.

"You Say My Board Scores Ain't So Good?"

When my mental traits are being assessed
Non-skilled occupation is indicated.
But each time my body is put to the test
My ambitions for college are vindicated.

J. L. F.

A First-Person Account

A COUNSELOR'S ODYSSEY

By Jean F. Meints

COUNSELORS seldom pass up an opportunity to visit a college campus that they have not seen. From an experience I had, I would like to offer some suggestions to fellow school guidance workers.

For two and a half weeks in the summer of 1960 I wandered from college to college in five states. I feel, as a great many other counselors do, that an hour or more on a campus and a talk with someone in the admissions office there pay dividends in college counseling with one's own students.

A counselor knows the areas where his students are likely to seek admission to college, and finding out more about schools in those areas is decidedly helpful.

These visits prove worthwhile not only to oneself and to students, but also to one's fellow counselors. Members of the Cincinnati Guidance and Personnel Association share the knowledge gained on these trips with each other through small informal meetings.

On this trip I spent time on 42 campuses and had interviews with the director or assistant director of admission in all but 10 institutions. In only one instance was I unable to have a requested interview.

Visiting 42 college campuses and talking to admissions officers is certain to yield much helpful information. Mrs. Jean Meints describes how she assured herself of maximum benefits from her excursion.

Mrs. Meints is guidance director at Mariemont High School, Cincinnati. She is also president of the Cincinnati Guidance and Personnel Association. Notice how cleverly she plugs the organization in the article.

It should be noted that, despite evidence to the contrary, The School Counselor shows no favoritism toward local talent.

Purpose of Odyssey

My immediate reason for the trip was to know more thoroughly the small and medium-sized colleges to the west of us.

Our high school is small with a graduating class of 110 to 120, but we are predominantly a college-preparatory school with approximately 70 to 80 per cent going to college. Our students find enrollment in 35 to 39 different colleges or universities each year.

My second concern was to know better the college admission people and talk over with them some of our common problems. I found the personnel in admissions work most helpful and cordial; besides answering my many questions they took time to show me outstanding features of their campuses.

Many thought my trip helpful to them, too, and expressed the wish that other counselors do likewise.

I also have a fuller understanding of the vicissitudes of the traveling college counselor and am even more appreciative of his efforts.

Suggestions

Should you plan such a trip I suggest that you might find it more companionable to take along another counselor or even a carload of counselors. Although this might slow you down, it will be less expensive and will be appreciated by the college personnel.

If possible get some organization to assist your financing this expensive adventure. I have known the PTA to do this, but perhaps your board of education or even the Boosters Club would help out.

Every night write a résumé of each college visited that day. I drove about 250 to 275 miles daily and visited four or five colleges each day.

The following is a sample of the card I kept for each college. I asked questions that gave me information about these topics.

Name of College**Director of Admission (also Assistant Director)**

Physical description: general layout
dormitory facilities
dining facilities (how many meals included in board?)
student union
nearby town or city and advantages offered students

Type of student

Admission policies: early admission plan
CEEB (SAT, Achievements, Advanced Placement or credit)
ACT
Rank in class and cumulative average desired
High school subject-matter pattern desired
Geographical distribution (does it influence admission?)
Profile of high school desired (college one available?)

Particularly strong or unique departments

In case you would like to follow my wanderings on a map, in *Lovejoy*, the *Blue Book* or some other college guide, I shall simply list the states and colleges visited in order of my travels.

Indiana: Earlham College, Richmond; Ball State Teachers College, Muncie; Anderson College, Anderson; Wabash College, Crawfordsville; DePauw University, Greencastle; Indiana State Teachers College, Terre Haute; Rose Polytechnic Institute, Terre Haute; Butler University, Indianapolis; Franklin College, Franklin; Indiana University, Bloomington; Evansville College, Evansville.

Illinois: Southern Illinois University, Carbondale; Monticello Junior College for Women, Alton; The Principia College, Elsah; MacMurray College, Jacksonville; Illinois College, Jacksonville; Springfield Junior College, Springfield; Millikin University, Decatur; Lincoln College, Lincoln; Illinois Wesleyan University, Bloomington; Illinois State Normal University, Bloomington; Bradley University, Peoria; Western Illinois University, Macomb; Knox College, Galesburg; Monmouth College, Monmouth.

Iowa: Iowa Wesleyan College, Mt. Pleasant; State University of Iowa, Iowa City; Coe College, Cedar Rapids; Cornell College, Mt. Vernon.

Illinois: North Central College, Naperville; Wheaton College, Wheaton; Lake Forest College, Lake Forest; Northwestern University, Evanston; National College of Education, Evanston; Rockford College, Rockford.

Wisconsin: Beloit College, Beloit; University of Wisconsin, Madison.

Minnesota: Carleton College, Northfield; St. Olaf College, Northfield; University of Minnesota, Minneapolis.

Wisconsin: Ripon College, Ripon; Lawrence College, Appleton.

Findings

No scientific conclusions resulted from the odyssey since the evaluations were made solely with the thought of the students from my own high school. I renewed acquaintances with some college admission people and certainly made many new ones.

In discussions on testing I gained some information that will aid me in revising our own testing program, especially in light of so many national ones being superimposed upon high schools.

I learned some other things, too. For example, it is still an easier task for men to gain admission since many colleges, as late as July, need men to fill their classes.

Most admission personnel like to have the profile of the high school, but like it kept to one page and attached to the transcript. Most of them favor distributing some type of data sheet on the characteristics of the freshman class.

Certainly I renewed my assurance that college admission personnel are excellent people, very dedicated to their jobs.

Non-Verbal Communication in Counseling

By Betty Ganzhorn

"I don't have much time for you and your problems, but since I'm an effective and practical counselor, let's get this show on the road."

A counselor who is proud of his efficient, realistic orientation to problems, and finds himself somewhat pressed for time, might transmit this message to his counselee without being aware of it.

Nonverbal communication can destroy rapport before counseling really begins to develop. In spite of excellent training and good intentions, a counselor with a strong need to demonstrate his own personal adequacy might meet a client with an appearance and carriage that nonverbally communicates his own need in the initial phase of the interview. The message that this counselor may be conveying to his client is, "I need to demonstrate my own superiority, and I may exploit you in order to accomplish this purpose."

But nonverbal communication can also be an asset. Hahn and MacLean [2] indicate that a counselor may begin to establish rapport without the

A greater awareness of the reality of nonverbal communication can help the counselor in many ways. Dr. Betty Ganzhorn poses some thought-provoking questions about this interesting area of concern.

Dr. Ganzhorn is a professor of education and psychology at Ball State Teachers College, Muncie, Indiana, where she also serves as a counseling psychologist. She writes, therefore, from the viewpoints of both counselor and counselor trainer.

Her articles have been accepted for publication by *The Personnel and Guidance Journal* and *The Journal of College Student Personnel*.

use of words by facial expression, posture, gesture and general manner in his approach to clients.

Topic Neglected

Thus nonverbal communication appears to be a vital factor if counseling is to be effective. Although many writers and practitioners in the fields of counseling and psychotherapy stress its importance, J. McV. Hunt [3] indicates that there has been no organized attempt among psychological theorists to analyze these elusive dimensions of communication between individuals. It would appear that such communication is a relatively neglected aspect of the total interpersonal exchange that occurs in the counseling process.

If the assumption is accepted that an understanding of the various aspects of communication is vital to effective counseling, then it follows that both speculative theory and research should aim toward a more comprehensive grasp of nonverbal communication.

Before extensive theories and research are attempted in this area, it would seem helpful to review some of the literature and to raise a few questions about certain aspects of nonverbal communication in counseling.

Messages in Conflict

Ruesch and Kees [6] point out that verbal and nonverbal communication between individuals begins with some physical action mediated by both the central and autonomic nervous systems through the action of smooth

and striped muscles, giving rise to a variety of behaviors including speech, posture, gesture, facial expression, bodily movements and the like.

Along with the muscular system, the glandular system is also involved and helps to trigger more subtle types of behavior such as rapid breathing, flushing and blanching, pupil dilation, perspiration, muscle tremors and skin changes. Emotional expressions, which are of particular interest to the counselor, are conveyed by words, but perhaps more significantly by nonverbal means.

This would imply that the counselor needs not only to listen intently to what the client is saying, but should also be fully aware of the additional messages being conveyed by nonverbal methods.

This is especially important since it is well recognized that an individual may say one thing but actually mean its opposite, which he betrays through tone of voice, bodily movements, facial expression, skin changes, postural shifts, etc.

An example of this can be seen in the counseling situation where a client verbally denies being particularly concerned about a problem but shows his profound disturbance by a slight rise in the pitch of his voice, an increasingly tense facial expression, delicate hand tremors, subtle changes in skin color, and a more rigid posture.

The counselor who handles this situation by ignoring one of the conflicting messages fails to understand the client fully. In turn he is unable to communicate a complete understanding, acceptance, and empathetic relationship.

Could it be that some counseling failures can be attributed to the fact that not enough attention is paid to nonverbal communication, even though much lip service is given to it?

Value Systems

Just as a client communicates to a counselor by verbal and nonverbal messages, so does a counselor communicate many things about himself by these same methods. Thus it is apparent that communication in counseling is a cyclic process with either consistencies or inconsistencies between verbal and nonverbal communications being expressed.

C. H. Patterson [5], Bess Sondel [7] and E. G. Williamson [8] believe that a counselor conveys at least a part of his value system automatically and unintentionally without the use of words. If this assumption is accepted, are counselors truly maintaining positions of neutrality in the counseling process?

Careful Study Needed

Leary, who reports a system of diagnostics based on an inter-personal theory of personality [4], indicates that a great deal of communication takes place between individuals in terms of automatic, spontaneous behavior that occurs in face-to-face situations. According to this author, such behavior operates much like a reflex and is usually not subject to conscious control. For each individual it is habitual in nature and consists of characteristic approaches to people, which in turn cause them to respond in certain ways.

Are counselors sufficiently concerned with their automatic and characteristic approaches to their clients? What nonverbal messages are counselors communicating along with the verbal content?

It is possible that the *Gestalten* of the counselor's characteristic, nonverbal behavior patterns impart a stronger message than anything the counselor says.

More research in nonverbal com-

munication within the counseling process may lead to a notable increase of effectiveness. C. H. Patterson [5], who provides an excellent review of literature in this area, quotes a study by Giedt [1] which suggests that certain aspects of nonverbal communication may lead to misperceptions. This means that future research designs will need to be sophisticated in nature and multidimensional in their approach.

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7. Sondel, Bess. "Love Was Enough," in S. W. Standal, & R. J. Corsini (eds.), *Critical Incidents in Psychotherapy*. Englewood Cliffs, N. J.: Prentice-Hall, 1959.
8. Williamson, E. G. "The Meaning of Communication in Counseling." *Personnel and Guidance Journal*, 1959, 38, 6-14.

FOR STATE BRANCHES

Application forms for state branch charters are now available from Dr. Arthur A. Hitchcock, APGA Executive Director, 1605 New Hampshire Avenue, N. W., Washington 9, D. C.

The following procedures have been established by Dr. Edward Landy, chairman of the Committee on Branch Structure:

1. Any interested group of 25 ASCA members, residing or working within a particular state, may apply for an ASCA charter.
2. This group should apply to the executive director of APGA for an APGA state charter.
3. Simultaneously the group should apply to the executive director of APGA for an ASCA state branch charter.
4. Application forms for both charters will be furnished by Dr. Hitchcock's office.
5. The APGA application forms and material should be returned to executive director, who will then notify the ASCA president, secretary-treasurer and branch structure chairman of the group's eligibility for an APGA charter.
6. The ASCA application forms should be returned to the ASCA secretary-treasurer who will present them to the next meeting of the board of governors for approval, and then to the business meeting for final approval.
7. When approved the state charter will be granted at the next APGA convention.

KANAWHA COUNTY

LOOKS AT A NEW

GUIDANCE PROGRAM

by

B. G. Pauley

Dr. Pauley has been assistant superintendent for instructional services in the Kanawha county schools for the past four years.

He received his A.B. degree from Marshall College, his M.Ed. from the University of Colorado, and his Ed.D. from the University of Kentucky.

Dr. Pauley's writings have appeared previously in *The Personnel and Guidance Journal*, *The Journal of Educational Research*, and *The Mathematics Teacher*.

and

Harry Hein

Harry Hein has had two articles published in *The West Virginia School Journal*. For the past seven months he has been the West Virginia state supervisor of guidance, counseling, and testing.

He has also served as a member of the research team providing data for the book *Southern Schools, Problems and Progress*.

APPRAISAL of the guidance program by those whom it affects is a valuable means of improvement. Unfortunately counselors cannot often find time to seek such an evaluation.

Thus it is frequently helpful to examine the findings of others in this regard. Suggestions received can sometimes be applied with profit to one's own work.

Such an investigation was made in Kanawha County, West Virginia's largest school system, in the spring of 1960. Under the State Title V NDEA Guidance Plan, certified counselors had been added to the staffs of three senior high schools and one junior high school at the beginning of the school year. These four schools had a total population of 3,491 students.

Evaluation

In the organizational stages plans were made to evaluate the program by means of two questionnaires, one for pupils and one for teachers, principals and deans.

A total of 122 of the 150 teachers, principals and deans at the four schools completed questionnaires.

Questionnaires were distributed to pupils in the ratio of 100 per guidance counselor. Three hundred copies of the pupils' questionnaire were distributed at the largest high school and 100 copies at each of the other schools.

Pupils completing the questionnaires were chosen randomly from home rooms, so that the total sample at each school was representative of the school's total population. A total of 562 usable completed student forms, from the 600 copies distributed, were returned.

Faculty members were asked to answer "yes" or "no" to each of the seven questions shown in TABLE 1.

Table 1
Faculty Responses to Items of Questionnaire

Items	Number of Responses		
	Yes	No	No Answer
1. Do you know the purpose of the guidance program in your high school?.....	118	3	1
2. Do you feel that the guidance program this year has helped the total program?.....	107	7	8
3. Has the guidance program furnished you information that helped you understand your students better?.....	91	28	3
4. Do you feel that the attitude of students toward quitting school and doing their work has been improved by the work of the guidance program this year?.....	74	20	28
5. From your own personal observation, do you feel that the students have expressed confidence in the guidance program to the extent that they feel free to take their problems to the counselors?.....	93	18	11
6. Do you feel that faculty discussions, centered on the various phases of the guidance program would help you make better use of the program?.....	103	11	8
7. Do you think that the National Defense Education Act guidance program in the school should be continued?.....	111	1	10

Responses from teachers, deans and principals were tabulated together.

Students were asked to answer "yes" or "no" to seven questions. In addition they were asked to rate the degree to which they thought they

had received help on different kinds of problems. The results obtained from the students' responses are shown in TABLES 2 and 3. It should be noted that not all pupils answered all the questions.

Table 2
Student Responses to Items on the Questionnaire

Items	Number of Responses		
	Yes	No	No Answer
1. Do you know the purpose of the guidance program in your school?	494	43	0
2. Did you have an interview with your counselor this year?	366	171	0
3. If so, did you feel that the interview or interviews were helpful?	350	18	169
4. Did you feel that you were given enough time on your problems?	314	66	157
5. Do you feel that you have had interviews often enough?....	234	220	83
6. Do you feel that your counselor is interested in your problems?	442	36	59
7. Do you have confidence in your counselor to the extent that you feel free to discuss your problems?	460	68	9

Table 3
Pupils' Evaluations of Help Received in Selected Problem Areas

Problem Areas	Had No Problem		No Help		A Little Help		Much Help		No Comment	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(a) Problems having to do with scholastic progress	308	55	48	9	105	19	41	7	60	11
(b) Problems having to do with scheduling courses	193	34	26	5	143	25	146	26	54	10
(c) Problems having to do with planning for college	230	41	48	9	107	19	116	21	61	11
(d) Problems having to do with vocational planning	257	46	49	9	90	16	104	19	62	11
(e) Personal Problems	340	60	82	15	68	12	42	7	30	5
(f) Social Problems	377	67	55	10	45	8	21	4	64	11

In addition to the seven questions to which faculty members were asked to respond, space was provided for them to make recommendations and suggestions for improving the guidance program at their school for the

subsequent year. These suggestions were classified and tabulated and are shown in TABLE 4. The number from among the 122 teachers, principals and deans making each comment is indicated.

Table 4
Summary of Faculty Members' Comments and Suggestions

1. The guidance program should be explained more fully to teachers.....	20
2. The program needs to be explained more fully to students.....	12
3. Teachers should be furnished with more information about students, e.g., IQ scores, home condition, etc.	11
4. A better referral system should be developed	4
5. Counselors need more assistance	4
6. Someone should be in each guidance office at all times to arrange appointments, etc.	3
7. Counselors should not be used so much as a substitute teacher.....	3
8. Counselors should work with home-room teachers to find pupils who need help.....	3
9. The guidance office needs to be in better location	2
10. We should concentrate on the more able or gifted pupils.....	1
11. Counselors need more time, i.e., smaller ratio of counselor to pupils.....	1
12. Students have used visits to counselors as an excuse to get out of class or study hall..	1
13. The guidance program should be moved down from the high school to include junior high school and the elementary schools.....	1
14. The program should be explained to parents.....	1

Table 5
Students' Comments and Suggestions

1. Counselors are willing to help students with various problems.....	125
2. Students need more school time to see counselors	35
3. Students want deeper explanation of guidance objectives	21
4. More counselors are needed	13
5. I received no guidance	9
6. The classroom teacher helped me most with counseling.....	6
7. There is a need for recreational guidance	6
8. We need more vocational guidance help	5
9. Counselors do not give the students adequate chance to explain their problems.....	3
10. There is no apparent need for a counseling program.....	1

Students were also asked to comment on the guidance program. Their comments were consistent with their responses to the previous items on the questionnaire. Less than one per cent of the comments made by students were derogatory. The student comments and suggestions were tabulated and are shown in TABLE 5 with the number of students making each comment or suggestion.

As would be expected in a survey of this type, student commentaries were varied and sometimes vivid. The following are a few statements taken from the students' responses to the questionnaires:

"The guidance program has helped me decide the college I'm going to and the course I'm going to study."

"The guidance teacher here is very interested in each of us and our problems. She has helped me a great deal to decide for myself and to make up my own mind. . . . She is pleasant and friendly and makes you feel at ease when with her. She is a young woman, not too much older than we, which makes it a little easier to talk to her and tell her our problems."

"The guidance program in our school has helped me a lot. So often, at our age, a boy or girl doesn't know what to do with his or her life. We think a lot about these problems."

"I think that the Guidance Program is wonderful. When I was having a lot of trouble with the kids in school, Miss helped me very much."

Summary and Conclusions

As evidenced by the faculty and student responses, the first year of the guidance program under NDEA Title V has found a large majority of the respondents reacting favorably to the program. This survey showed that both teachers and students approved of the addition of counselors at the four county schools and of the work that they are doing. Almost all of the teachers said that the program should be continued.

Both teachers and pupils were critical of some phases of the program and made some suggestions for changes. A large percentage of the pupils reported that they did not have an interview with a counselor during the year, and about half of the pupils reported that they had no problems.

As a result of this evaluation and other evidence of favorable reception of the guidance program, Kanawha County placed counselors in four additional schools at the beginning of the 1960-1961 school year. Evaluation of the program is continuing.

ASCA-ing Our President for NEWS

It is with a great deal of enthusiasm that I welcome you to a new year in ASCA. Over the last few years the strides forward made by our organization have been phenomenal. This is due to the hard work of all members. Let's hope that ASCA continues its growth, not only this year, but for many years to come.

With the advent of this issue of *The School Counselor* we welcome a new editor, in accordance with our constitutional revision of last year. I know Joe Felix and his editorial board have worked hard to produce the kind of journal of which ASCA can be proud. Many thanks and a great sense of appreciation go to Dr. N. Harry Camp, Jr., our past editor, who worked diligently to bring our journal from a newsletter to a 40-page publication. I am sure that each of you joins me in saying, "Thanks, Dr. Camp, for a job well done and for the many hours of service you have given ASCA."

On June 4 and 5, I met in Chicago with Dr. Hitchcock, Dr. Lifton, and Bob Popovich, our convention program chairman, to discuss ASCA's program for the 1962 convention. Bob has really been working hard to give ASCA one of the best programs in its history. At present there are 40 scheduled programs sponsored by ASCA, and Bob is in hopes of meeting the needs of all ASCA members in these programs.

Committees

Helen Sharp, our membership chairman, is urging that "Every Member Get a Member." Her goal for this year is 10,000 members. Be sure you do your part.

Dr. Landy has drawn up the directions and application form for establishing state branches of ASCA. These may be obtained by writing Dr. Arthur A. Hitchcock, American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington 9, D.C.

Loren Benson's committee on Accreditation of Trade Schools is busily appraising the situation and hope in the near future to have a course of action that they feel that ASCA should follow.

Dale Weaver represented ASCA at a workshop on Counselor Preparation and Standards held in Washington on May 29, 30 and 31.

I am very pleased to pass on to you information that has just become known regarding the APGA Project for Elementary Guidance.

We all realize the need for counselors in the elementary school and for a clear-cut policy statement on elementary guidance to give direction to schools. ASCA has had a committee working for the last three years under the able leadership of Dr. Anna Meeks.

Two years ago at the Cleveland Convention, a preliminary report stimulated much interest in the field. This committee has continued to work, growing in members, continually revising and reworking the ideas expressed in the first report. In May the committee met in Washington, at the direction of your board of governors, with the idea of writing a publication on elementary guidance to be read by local school boards, thus hoping to show them the need for counselors in the elementary school.

Since Dr. Meeks' committee met, I have had several long conferences with Dr. Hitchcock regarding the work of ASCA in this field. The work that ASCA has done is being incorporated into the over-all APGA Project on Elementary Guidance. The APGA project is much more expansive than anyone in ASCA ever considered possible. As planned it is a three-phase project, which when completed will cost around \$150,000, starting with a policy statement, research, study of existing programs, and the final phase being the publication of a book.

Dr. Hitchcock has asked ASCA to accept the responsibility for phase one, the policy statement. On August 9, Dr. Hitchcock and I met with Dr. Meeks to discuss the over-all project, and Dr. Meeks graciously consented to be project director for phase one. A grant has been given to APGA by the Child Guidance Foundation to get the project started. With the advent of this grant, then, APGA has authorized ASCA through Dr. Meeks to convene her committee, beginning work on phase one.

Dr. Hitchcock has expressed his deep gratitude and that of APGA, to ASCA for the outstanding leadership it has given to the field of elementary guidance. I know that each of you

is as grateful as I am that ASCA has been chosen to play such a large part in the total project.

Other Matters

This year ASCA has purchased two services from headquarters. We are having our accounts kept by the auditing department, thus eliminating each year the moving of our bank account and books to a different part of the country. We have also purchased the services of an editorial assistant and business manager to the editor, thus making his job an easier one.

Our publications are really selling. In June we sold 3,800 copies of *How About College*, 3,400 copies of *College Financing* and over 1,200 copies of the *Counselor's Manual on College Financing*. As of June, 1961, the auditor found us to be very stable, with an income over expenses of over \$9,000.

I would like to take this opportunity to express not only for myself, but for each of you, sincere appreciation to Carl Peets and his officers for the leadership they have given this past year. I know that Carl's leadership was brought about by many long hours of work and a devotion to ASCA that will be hard to surpass.

Bill Murphy, President

(Continued from page 5)

into immediate publication plans, its receipt will be acknowledged by mail and the manuscript itself will be sent to members of the editorial board for evaluation.

After the article has been reviewed, the contributor will be notified of its exact disposition, including the tentative date of publication if it is accepted.

Other manuscripts will be returned with suggestions for revision. Such a request is not in itself a promise of future publication.

If it is necessary to reject a manuscript, an effort will be made to indicate why the article is not acceptable.

Contributors are advised to study carefully the table of contents of this issue to determine the kinds and approximate number of articles that are called for by future plans for *The School Counselor*. The greatest single need is for descriptions of new techniques developed and tested in practical situations.

The editor welcomes any advance queries about the suitability of a proposed article.

ASCA NEWS

From Within

Report of Committee on Counselor Preparation and Standards

By George O. McClary

THE ASCA Committee on Counselor Preparation and Standards met at APGA headquarters in Washington for two all-day sessions on January 6 and February 18, 1961. Represented were elementary and secondary school counselors, directors of guidance, and supervisors of guidance from the District of Columbia, Maryland, and Virginia. Dr. Carroll H. Miller, Specialist, Preparation of Personnel Workers, U. S. Office of Education, served as consultant on both dates.

The impetus to guidance services given by recent national developments has brought about not only widespread support of guidance and opportunities for counselor preparation, but pressures for services which are causing shortages of competent counselors.

Since parents, young people and communities expect a high level of competence, the committee expressed concern for what seemed to be large numbers of poorly trained and otherwise minimally qualified persons being invested with the title of school counselor.

Likewise, inadequacies in content and staff of training programs, lack of sufficient attention to selection for training or employment, the need for a clarification of the role of the counselor, especially as the role is distinguished from that of other professional personnel, the frequently distorted image of the counselor's role, and professional development after initial employment were prominent considerations in the discussions.

ASCA, counting itself among the highest professional groups in our society and organized to serve the interests of professional counselors, has a responsibility of assuming leadership to review the changing role of the counselor and to work toward the setting of standards for the profession in training programs, selection, certification, and in on-the-job situations.

It is essential that ASCA work cooperatively with other divisions with mutual concerns and interests within APGA. The resources and support of allied professional groups and of state and local school divisions must be sought and their prerogatives and ideas organized in a carefully considered plan for two-way communication.

Proposals

The following proposals were made to the Governing Board and membership of ASCA:

1. As a step toward meeting the challenge posed to ASCA and as a means of providing a unique service to guidance not currently in operation on the national level, it was recommended that ASCA develop with dispatch the following publications:

a. a pamphlet directed toward school administrators and the school staff delineating ASCA's position on the role, training, experience, certification and selection of school counselors, designed to aid communication of such essential matters to persons who occupy a critical role in a counselor's effectiveness;

- b. a career brief directed toward teachers, college students in training and prospective counselors at the adult level, designed to give information and to enhance recruitment efforts; and
- c. an informative pamphlet regarding the counselor's relationship to students, parents and other members of the school staff, directed toward the general public and secondary school students.

Recognizing the scope of effort necessary for effective implementation, the committee recommended that the resources of other groups in ASCA be used wherever possible.

2. In order to give recognition to high levels of training and competence over and above state and local certification and ASCA membership requirements, it was recommended that a study be made of the feasibility of a program of voluntary certification of individuals by ASCA.

Joint Project

On March 3 the chairman conferred with ACES president Don W. Twiford regarding a tentative ACES proposal for a joint sponsorship with ASCA of a project on counselor certification and reciprocity standards. It was recommended that representatives of ASCA and ACES meet to identify areas of mutual interest and concern and that ASCA give its wholehearted support to furthering a close working relationship with ACES in nationwide projects.

The full report of the committee was accepted by the board of gov-

ernors and the membership in attendance at the business meeting at the Denver Convention.

Many ASCA members participated during the year in more than 70 local study groups in the nationwide ACES Cooperative Study of Counselor Education Standards. ACES plans to have a series of programs at the 1962 Convention involving the presentation of position papers on issues, problems, and standards in counselor education. For each of 10 areas of study it is planned to have program participation by a counselor, supervisor, and counselor educator. At the invitation of Willis Dugan and Robert Stripling, ACES co-chairmen, ASCA officers and members of the board of governors recommended ASCA members for participation on the programs.

J. Dale Weaver, Assistant Superintendent in charge of Curriculum, Guidance, and Special Services, Public Schools, Morristown, New Jersey, is ASCA's chairman for counselor preparation and standards for the year 1961-1962. Late in May, Chairman Weaver represented ASCA at a three-day workshop at APGA Headquarters. The purpose of this workshop was to evolve a policy statement of the association's position on counselor education.

1960-1961 Committee: Kathryn G. Cook, Dorothy L. Crocker, Lucille Gillespie, Bernard J. Gilliam, Thomas Haynie, Robert F. Hopkins, John H. McCauley, Jr., Elizabeth C. Morrow, Frances E. Noll, Kenneth W. Rollins, Anna M. Schone, James K. Winfrey, George O. McClary, Chairman.

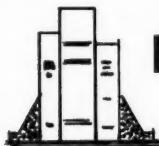
"Perhaps I Should Delete That Last Line."

This lad's just right for your college.
In character, interest and knowledge
He's by far the best of our crop.
Knowing him gives me such surety
Of point ninety-nine-forty-four purity,

He's bound to rise right to the top.
He's stable and well acclimated,
By teachers he's always top-rated,
And the guidance director's his Pop.

J. L. F.

Let's Look



Beyond Our Covers



with the editor

AN editor is supposed to look inside magazines other than his own occasionally to see how things are being done. This is especially true of a novice editor. But other things are equally true of a novice. For example, it probably takes a new editor twice as long as it should to perform any one phase of his task. Also, his planning for an issue will frequently go astray, and he will attempt to put more into an issue than will fit.

This is said by way of an apology for the limited scope of this column. It is hoped, however, that this modest beginning will grow into a highly valuable department for our readers. Contributions from other reviewers are welcome, as are books submitted for review.

Class in Occupations

If you enjoyed reading the article by Burwell Buchanan on Career Year, you might look at an article by George E. Leonard in the Spring, 1961, issue of *The Vocational Guidance Quarterly*. "A Careers Class with a Special Mission" (p. 193) outlines an effective plan for a class to meet the needs of students who think unrealistically about their goals, as well as those who just don't think.

Thirty Baldwin, New York, youths who were doing more poorly than expected were invited to the class; 26 accepted.

The course introduced the students to factors that determine personality and career choices, the mutual responsibilities of student and school, and self-evaluation.

The results of the Kuder Preference Record and an aptitude battery were combined with a survey of occupations. An individual conference with each student concluded the course.

Some delightfully successful results are reported by Mr. Leonard: students became surer and more realistic in their career planning and their school work showed a marked improvement.

Client-Centered Technique

In "The Lost One" (see p. 15) Frederick J. Gibson mentions a study in client-centered technique that was conducted at his school. This study is reported in the summer, 1961, issue of the *Journal of Counseling Psychology* (p. 136). The article is "Client-Centered Therapy in Counseling Students with Behavior Problems," by Dugald S. Arbuckle and Angelo V. Boy.

In two Massachusetts junior high schools 36 students who manifested serious behavior problems were divided into three matched groups. Twelve of the pupils were released from after-school detention on the condition that they report to a school counselor on a weekly basis. Twelve others continued with detention, while

the third group was released from detention without counseling.

Each student who reported for counseling was allowed to decide how we wanted to spend the weekly hour-long session. Counselor-student conferences employed the techniques of client-centered therapy.

Among the outcomes achieved by the 12 students who received counseling were: a significant improvement in the correlation between the actual-self and the ideal-self, a significant improvement in behavior as observed by teachers, a significant decrease in peer group rejection, and a definite clarification of vocational-educational objectives. None of the other groups attained these outcomes.

More from Author Kemp

C. Gratton Kemp, who authored "Nondirective or Client-Centered" has an article entitled "Another Note on Counseling and the Nature of Man" in this same issue of the *Journal of Counseling Psychology*. Mr. Kemp comments on the concepts of the nature of man formed by Freud and Rogers. Freud, he observes, failed to recognize that man's difficulty in bringing his impulses into harmony is traceable to his freedom of spirit. Rogers stresses rationality without seeing that human freedom rises above reason.

Because man's spirit transcends himself, the counselee is able to gain self-insight. The "love" that the counselor has for the counselee must be based upon an understanding of the real nature of man. Thus the counselor must try to understand man "from the viewpoint of God."

And Cuony

Another article by Edward Cuony, who makes the suggestion of the counseling log in this issue, appears

in the *Bulletin of the National Association of Secondary School Principals* for May (p. 62). This article, "Helping Parents Understand Adolescence," outlines joint meetings of parents and school personnel at Geneva, New York, Junior High School. These meetings were aimed at promoting better understanding of the problems of adolescence.

Five specific topics were covered: (1) Adolescence as a Period of Human Growth; (2) Emotional Development; (3) Social Development; (4) Moral Development; and (5) Intellectual Development.

Counseling Women

If you felt the challenge of some of the things reported by Mrs. Banning in her article in this issue, don't miss Marguerite W. Zapoleon's new book *Occupational Planning for Women* (New York: Harper, 1961). This book from the pen of an expert in the guidance of women certainly ranks among the very important current works in this field.

Mrs. Zapoleon deals with the increase of awareness of woman's dual role in society, as a worker and as a homemaker. Her viewpoint is that of the individual girl or woman seeking fulfillment in the labor field.

An attempt is made to present the material in a straightforward manner, so that the book might be of value not only to those who are engaged in guidance work, but also to the woman herself and to parents who are interested in her occupational future.

Mrs. Zapoleon gives a detailed description of programs in action in many settings, including vocational guidance programs in public and private schools. A concise summary of practical suggestions is offered in the final chapter of the book.

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American Personnel and Guidance Association

1605 New Hampshire Avenue, N. W.

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